Appendix H-SCHOOL COVER SHEET - Transformation Model

School Name: Cherokee Elementary School **Address:** 3061 Kimball, Memphis, TN 38114	**District Point of Contact (POC)** **Name & Position:** Theresa Utley, Federal Grants Coordinator **Phone#:** (901) 416-4239 **Email Address:** utleytb@mcsk12.net
School Number: NCES ID 47029401030 **Year the school entered Priority status:** 2012-13	**Title I Status:** ✓ **Schoolwide Program** _____ **Targeted Assistance Program** _____ **Title I Eligible School**
Principal's Name SY 2012-13: **(Indicate TBD if unknown at this time.)** TBD **Phone #** (901) 416-5028 **Email Address:** TBD	**Waiver Request(s):** _____ **Requested for this School** ✓ **Not Requested for this School**
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: *** Each year--not to exceed $2 million**	
Pre-Implementation Activities Year 1	**$** 0
Year 1: SY 2013-14 excluding pre-implementation	**$** 393,072
Year 2: SY 2014-15	**$** 471,316
Year 3: SY 2115-16	**$** 471,316
Three Year Total Budget	**$** 1,335,704

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.
Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: Cherokee Elementary School			**Intervention Model:** Transformation School
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	**2010-11**	**2011-12**	Student enrollment, including grade level and sub-group enrollment, is based on the district's
Total student enrollment	339	371	end-of-year non-duplicated records for Grades K-5. Mobility data are maintained by MCS's
Grade level enrollment Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	 62 49 61 59 56 52	 91 52 57 58 69 44	Research, Evaluation, Assessment and Student Information (REASI). Attendance, suspension, and expulsion data are drawn from the state Report Cards. Student enrollment grew over the two years of data collection. Attendance in 2011-12 fell slightly below the state goal of 93%. Mobility in 2011-12 was above the district rate of 13.4%.
Number of students in each subgroup African American Hispanic White Black, Hispanic or Native American Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Non-Students with Disabilities Limited English Proficient Non-Limited English Proficient Male Female	 331 8 0 339 337 2 53 286 4 335 169 170	 355 12 3 367 367 4 56 315 6 365 194 177	Cherokee Elementary also offers a preK program. We have a primary and intermediate CDC class as well. Transportation is provided for most of our comprehensive development students. The remaining students are transported by walking, parents and childcare providers. The largest ethnic group is African American (96%). Hispanic students represent 3% of the total student population. Caucasian students represent less than 1% of the student population.
Mobility (%) - Entrants, Withdrawals	15.8%	17.9%	
Attendance %	93.3%	92.8%	
Suspensions (#)	39	51	
Expulsions (#)	1	4	
AP, IB, and Dual Enrollment (#)	N/A	N/A	

Graduation Rate	N/A	N/A	
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		
Principal Nikita Reed Length of time in position 2.5 Years	The principal, Nikita Reed, has been at Cherokee Elementary for 2.5 years. When she was assigned to the school, she personally met with each teacher in the building to discuss his or her strengths and areas which needed improvement. The principal made changes in grade/core assignments based on TVAAS and initial concerns. Throughout Ms. Reed's tenure, there has been improvement in Cherokee's culture and climate. Leading with high expectations, Ms. Reed has strongly promoted rigor, embedded professional development and data management.		

Teaching Staff
Number of years experience in profession

1. 1 to 3	8
2. 4-10 years	9
3. 11-20 years	7
4. 21+ years	4

Cherokee Elementary has 28 highly qualified teachers in Grades K-5. Seven of the teachers are new to the school. Twenty teachers teach the core content subjects. Additionally, the school is staffed with special education teachers, a fulltime librarian, an Orff music teacher, one physical education teacher, and an art teacher. The school has an instructional facilitator and a professional counselor.

Teaching Staff
Number and % of experience in the school

1. 1 to 3	18 (64%)
2. 4-10 years	9 (32%)
3. 11-20 years	1 (4%)
4. 21+ years	0 (0%)

The majority, 64 percent, have less than four years experience at the school. Additional professional development is needed in data analysis, classroom management, team building activities, and research-based instructional strategies to target all teachers, with an emphasis on the novice teacher.

Teacher attendance rate	2010-2011	2011-2012	
	97.0%	88.0%	Attendance rate reflects classroom teachers and other certificated staff such as guidance counselors, librarians, and facilitators. Over the past two years, teacher attendance has an average of 92.5%.

Teacher evaluation data by levels		2011-2012	The data to the left are frequencies of TVAAS scores for teachers in tested subjects. Below is an analysis of these scores and the differences between these scores and TEM scores for teachers throughout the school.
		Level 1 — 1	
		Level 2 — 1	
		Level 3 — 2	
		Level 4 — 1	
		Level 5 — 0	TVAAS teacher effectiveness distribution is as follows: Level 1- 20%, Level 2- 20%, Level 3-40%, Level 4- 20%. There are no teachers at Level 5. TEM evaluation composite data show higher levels of effectiveness but overall the same percentage, 60%, of effective teachers.

3. Student Achievement Data	2010-2011	2011-2012	Provide a summary of existing status and current needs.
Reading/Language Arts			

"Every test taker" (ETT) category	11.80%	14.70%	There was a slight increase, 2.9%, in overall Reading/Language Arts proficiency. An analysis of grade level changes reveals the following: RLA 4th Grade: 7.1% gain; RLA 5th Grade: 8.8% gain; RLA 3rd Grade: 5.3% loss (from 13.6% in 2010-2011 to 8.3% in 2011-2012) Students in 4th and 5th grade made considerable gains in RLA while proficiency among third graders decreased. There is a need for intensive intervention in reading, particularly within grade 3.
Subgroups: African American Black, Hispanic or Native American Economically Disadvantaged Students with Disabilities Non-Students with Disabilities Non-Limited English Proficient	 12.00% 11.80% 11.80% 13.60% 12.00%	 14.80% 14.80% 14.90% 14.20% 14.70% 15.00%	Only subgroups reported on the 2012 state Report Card are shown. Reading/Language Arts proficiency increased slightly for all subgroups. There is not a significant gap (0.5%) between Students with Disabilities and Non-Students with Disabilities. SIG resources will supplement Cherokee's current efforts and enable improvements in instruction and teacher effectiveness.
School performance on value-added student achievement Math Reading/Language Social Studies Science	 3.7 (A) -2.3 (F) 0.5 (B) 2.7 (A)	 2.1 (A) -1.5 (D) 0.6 (B) 2.7 (A)	There was a decrease in Math value-added scores for 2011-12; however, there was an increase in Reading/Language Arts and Social Studies. Reading/Language Arts remains the area of greatest concern because the value-added achievement remains significantly low.
Mathematics			
"Every test taker" (ETT) category	16.50%	14.70%	Math proficiency decreased by 1.8% in 2012. An analysis of grade level changes reveals the following: Math 4th Grade: N/A; Math 5th Grade: 9.6% gain; Math 3rd Grade: 18.4% loss (from 26.7% in 2010-2011 to 8.3% in 2011-2012) Students in 5th grade made considerable gains in Math while proficiency in 3rd grade decreased significantly. There is a need for intensive intervention in mathematics for all students scoring basic or below-basic levels. SIG funding to hire an interventionist will allow for additional small-group instruction.
Subgroups: African American	 16.80%	 14.70%	Only subgroups reported on the 2012 state Report Card are shown. In Math proficiency, there was a slight decrease in all subgroups with the exception of

Black, Hispanic or Native American Economically Disadvantaged Students with Disabilities Non-Students with Disabilities Non-Limited English Proficient	16.50% 16.50% 6.90% 18.40% 16.70%	14.80% 14.80% 10.70% 15.50% 14.40%	Students with Disabilities (SWD) who showed the largest growth. There is a significant need to provide intense and timely intervention in math for all subgroups. There is a slight gap between Students with Disabilities and Non-Students with Disabilities by 4.8%. We need more rigor in instruction, additional instructional strategies, and more intervention which targets students who score basic and below basic to improve proficiency of all students in math.
ACT scores (if applicable)	N/A	N/A	N/A
Graduation rate (if applicable)	N/A	N/A	N/A
4. School Culture and Climate	Provide a summary of existing status and current needs.		
TELL Survey Analysis School Safety Student Health Services Attendance Support Social and Community Support Parent Support	The response rate for the 2011 TELL Survey was 100%. Below are selected responses: • 100% agreed the faculty work in a school environment that is safe (cf. 96.0% all TN elementary schools). • 93.5% agreed that teachers have sufficient access to a broad range of professional support personnel (cf. 81.0% all TN elementary schools). • 93.3% agreed school administrators consistently enforce rules for student conduct (cf. 79.1% for all TN elementary schools). • 96.6% agreed the community we serve is supportive of this school (cf. 85.1% all TN elementary schools). • 96.8% agreed parents/guardians support teachers, contributing to their success with students (cf.71.6% all TN elementary schools). Based on data, there is an atmosphere of trust and mutual respect between the school and the community. Cherokee Elementary is designated as a safe school. The school wide Positive Behavioral Interventions and Supports (PBIS) program is well implemented and is consistently reinforced by all stakeholders. We utilize a school security system which requires personnel to use their assigned badges to enter the building. All visitors must be buzzed in by the front office and sign in electronically on the computer. Additionally, Cherokee Elementary has a Safety Patrol Team consisting of 4th/5th grade leaders who assist with the arrival and dismissal. Cherokee Elementary has several health services that are available to support the needs of all students. Well- Child Screening is available throughout the school year, administering basic health screening for eligible students. Dental Screening is provided by the Memphis and Shelby County Health Department School Based Dental Prevention Program for eligible students. Other services include a full-time professional school counselor and speech therapist as well as a part-time school nurse and psychologist.		

	The school's professional counselor requests parent meetings and provide information on attendance expectations and truancy laws.
	The professional school counselor and the parent counselor serve as liaisons between the school and community. Several churches and businesses have adopted Cherokee Elementary and provide student instructional supplies and incentives for the PBIS program, purchase school uniforms, and assist with student tutoring and mentoring.
	Cherokee Elementary's full-time Parent Counselor works collaboratively with the administration team, school staff, parents, and community leaders. Operating within the on-site Parent Center, the Parent Counselor promotes parental engagement by seeking volunteers to assist with daily school operations, participate in school activities and enhance the overall student achievement. The implementation of this SIG plan will help the school retain the Parent Counselor. This position is key to realizing the vision of transformation described within this application.
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	Cherokee Elementary's goal is to provide a strong academic curriculum aligned with the state standards across all grade levels. Teachers engage as a team in weekly collaborative planning communities (PLCs) where there are strong connections between the district's curriculum and common core standards. Cherokee is currently fully implementing Common Core Standards in grades K-2 and TN State standards in grades 3-5.Our transformation plan will include continuous use of student data and facilitation expectations to inform and differentiate instruction to better meet the academic needs of individual students. One book study, *Rigor Is Not a Four Letter Word* by Barbara Blackburn.will solely target rigor and how to attain and maintain this teaching and learning level. All teachers will receive this training with modeling and feedback. Cherokee Elementary implements several curriculum intervention programs throughout the year. Web-based intervention programs such as Reading Plus, Stanford Math, MimeoSprout, and AIMSWeb Progress Monitoring are common and provide intense support. Interventionists provide small group intervention in grades K-5 for Tier II and III students (students with greater need for intervention). The district provides academic coaches in reading, math and science who offer support and resources for further student improvement and performance. Our after-school program paid for through 21st Century Community Learning Center funding engages students in small group sessions which provide individualized instruction based on students' needs. Our Saturday TCAP Academy is designed to deliver rigorous, engaging instruction that will increase student achievement in reading, writing and mathematics.

	There is a need to increase support personnel (interventionist) to provide additional assistance to at-risk students in small group settings and ensure that current intervention programs are implemented with fidelity. SIG funds will also provide Math Workstations used in the small group settings.
Enrichment Programs	CLUE (the gifted program), Envoy student leadership program, the afterschool program, and Saturday Writing Academy are provided. To further increase student achievement, more enrichment programs are needed.
Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	Cherokee Elementary implements differentiated instruction, inclusion practices, literacy and math workstations, small group instruction, thinking maps, weekly common assessments, Marzano's High Yield Instructional Strategies, and the Daily Five to build and maintain high level instruction. Teachers are integrating numeracy and literacy in all subjects. Teachers meet in Professional Learning Communities weekly to plan instruction. The principal and instructional facilitator meet with teachers regularly to monitor lesson plans and observe classroom instruction. Continuous job-embedded professional development is needed to assist teachers with identifying and utilizing appropriate instructional strategies.
Use of instructional technology	The following web-based programs are utilized at Cherokee Elementary School: • Stanford Math • Reading Plus • AIMSWeb • MimeoSprout • Study Island • Failure Free Reading The students complete sessions in their classrooms as well as attend the computer lab weekly. An additional 60 minutes to the school day will be used to ensure fidelity of implementation and monitoring of student reports.
Use of data analysis to inform and differentiate instruction	Cherokee Elementary teachers meet weekly in Professional Learning Communities to analyze and disaggregate data from the Discovery Formative assessment and weekly common assessment results. They identify the SPIs that were not mastered by the students. Data are compiled in a weekly protocol report and shared with the faculty and staff. Teachers identify students and list re-teaching strategies to intervene. The principal, assistant principal and facilitator review and

	monitor lesson plans and common assessments weekly. Vertical and horizontal team meetings are vital to continue monitoring and analyzing student assessments. There is a need for the school to continue monitoring and effectively analyzing student assessments.
Number of minutes scheduled for core academic subjects	• Reading/Language Arts – 90 minutes x 180 days=16,200 minutes • Math -75 minutes x 180 days=13,500 minutes • Science- 55 minutes x 180 days= 9,900 minutes • Social Studies-55 minutes x 180 days= 9,900 minutes • Fine Arts- 55 minutes x 90 days =4,950 minutes The additional 60 minutes will be used to focus on small group intervention strategies for the lowest performing students and enrichment strategies for Tier I (high need) students.
7. Assessments	Provide a summary of existing status and current needs.
Use of formative, interim, and summative assessments to measure student progress	Discovery Education Assessment; AIMSweb; Stanford Math; Reading Plus, Writing Folio Assessment, Weekly Common Assessment are used to assess student performance and guide individualized instruction.
Timeline for reporting student progress to parents	Report cards are issued to parents each nine weeks. Mid- term progress reports are issued 4 times per year to inform parents of student progress. There is a need to provide student progress to parents in a timely manner and to ensure that parents are able to interpret their students' data. Assistance will be provided to parents in understanding student progress reports, report cards, and test scores.
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	Cherokee Elementary offers social, health, and community services for eligible students through the following entities: • On-site school nurse • On-site speech therapist • Sessions by the professional school counselor on bullying prevention, sexual harassment, character, careers, and drug free • Parent trainings by the professional school counselor on how to engage in children's learning and how to assist the children with homework and activities • Community adopters who provide school uniforms supplies and incentives and volunteer as tutors and mentors There is a need for more community leaders to assist as tutors and mentors to our students; therefore, Cherokee will conduct meetings to garner support from the community.
Parent support to students and school	Parents are invited to become active stakeholders at Cherokee Elementary by supporting the students and school through

	the following:
	• Site Based Decision Making Council to discuss issues relating to the school and students
	• WATCH DOGS (Dads of Great Students) who assist with daily structure.
	• Donation campaign for uniforms and school supplies
	• Annual Title I meetings which are held twice a year to share Title I information, assessment data, and to update the school improvement plan
	• Support and training provided by the district's Parent and Community Engagement Office
	There is a need to increase parental support and engagement at Cherokee Elementary. SIG funds will allow the school to retain a Parent Counselor.

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Transformation Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the "streamlined" improvement plan developed in Fall 2011, "Revised Tennessee School and District Improvement Planning document or one of your choosing.

Transformation Model

School Name: Cherokee Elementary School
Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment. The Transformation Model will provide the opportunity to recruit, place and retain highly effective teachers in the specific content areas which may be hard to staff and will provide the intense individualized professional development that is needed. Although the Transformation Model does not require that we replace at least 50% of our staff, only the teachers with TEM scores of 3 or higher will be allowed to reapply. We will select from the pool of applicants, the most highly effective teachers based on TVAAS and evaluation scores. We anticipate that by hiring highly effective teachers and providing intense, individualized professional development, mentoring, and coaching our teacher retention rate will greatly improve. The opportunities for teacher leadership should also help us with recruiting highly effective teachers. This model will also allow for the implementation of instructional strategies tailored to the needs of the students in each content area. Furthermore, the robust model will help the school maintain positive trends in enrollment, attendance, school climate, and R/LA proficiency and address a downward trend in math proficiency.
If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date. TVAAS and TEM are currently in place. Current TVAAS data indicate that only one teacher for whom TVAAS is available is Level I and thus will not be eligible for rehiring. However, none of the teachers is Level V. The school team developing this application have met with the district's iZone office to become familiar with the district's established practices for schools following the Transformation Model.
Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup. Ambitious annual goals were set for Reading/Language Arts (R/LA) on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small. **SY 2013:** 24.9% of All Students will be proficient in R/LA. 14.0% of Limited English Proficiency Students will be proficient in R/LA. 24.9% of Students with Disabilities will be proficient in R/LA. **SY 2014:** 33.9% of All Students will be proficient in R/LA. 26.0% of Limited English Proficiency Students will be proficient in R/LA.

33.9% of Students with Disabilities will be proficient in R/LA.
>**SY 2015:**

41.9% of All Students will be proficient in R/LA.

36.4% of Limited English Proficiency Students will be proficient in R/LA.

41.9% of Students with Disabilities will be proficient in R/LA.

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant)

September 2013

Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test A.

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 5%.

The percent of African American Students scoring proficient on the formative assessments will increase by 5%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 5%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 5%.

Based on TCAP proficiency levels students will be placed for interventions in Tier II or Tier III.

Every Test Taker will take weekly Common Assessments

All students will score 80% or above on common assessments in grades 3-5.

African American students will score 80% or above on the common assessments.

Economically Disadvantaged students will score 80% or above on the common assessments.

Students with Disabilities will score 80% or above on the common assessments.

Every Test Taker will be assessed using the AIMSweb Benchmark

Benchmark will determine student progress towards quarterly target goals.

Based on benchmark results students will be placed for intervention in Tier II using bi-weekly progress monitoring and Reading Plus or Tier III using progress monitoring weekly and small group.

All students who score above grade level or above fluency level will increase by 5% in grades 3-5.

African American students who score above grade level or above fluency level will increase by 5% in grades 3-5.

Economically Disadvantaged students who score above grade level or above fluency level will increase by 5% in grades 3-5.

Students with Disabilities who score above grade level or above fluency level will increase by 5% in grades 3-5.

November 2013

Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test B.

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 5%.

The percent of African American Students scoring proficient on the formative assessments will increase by 5%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 5%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 5%.

Every Test Taker will take weekly Common Assessments

All students will score 80% or above on common assessments in grades 3-5.

African American students will score 80% or above on the common assessments.

Economically Disadvantaged students will score 80% or above on the common assessments.

Students with Disabilities will score 80% or above on the common assessments.

Every Test Taker will be continue intervention through AIMSweb Progress Monitoring

Progress monitoring will determine student progress towards quarterly target goals.

Students will be receive intervention in Tier II using bi-weekly progress monitoring and Reading Plus or Tier III using progress monitoring weekly and small group.

All students who score above grade level or above fluency level will increase by 5% in grades 3-5.

African American students who score above grade level or above fluency level will increase by 5% in grades 3-5.

Economically Disadvantaged students who score above grade level or above fluency level will increase by 5% in grades 3-5.

Students with Disabilities who score above grade level or above fluency level will increase by 5% in grades 3-5.

March 2014

Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment C.

The percent of ETT students scoring proficient on the formative assessment in grades 3-5 will increase by 5%.

The percent of African American Students scoring proficient on the formative assessments will increase by 5%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 5%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 5%.

Every Test Taker will take weekly Common Assessments

All students will score 80% or above on common assessments in grades 3-5.

African American students will score 80% or above on the common assessments.

Economically Disadvantaged students will score 80% or above on the common assessments.

Students with Disabilities will score 80% or above on the common assessments.

Every Test Taker will be assessed using the AIMSweb Benchmark

Benchmark will determine student progress towards quarterly target goals.

Based on benchmark results students will be placed for intervention in Tier II using bi-weekly progress monitoring and Reading Plus or Tier III using progress monitoring weekly and small group.

All students who score above grade level or above fluency level will increase by 15% in grades 3-5.

African American students who score above grade level or above fluency level will increase by 15% in grades 3-5.

Economically Disadvantaged students who score above grade level or above fluency level will increase by 15% in grades 3-5.

Students with Disabilities who score above grade level or above fluency level will increase by 15% in grades 3-5.

May 2014

The percent of ETT students scoring proficient on the formative assessment in grades 3-5 will increase by 5%.

The percent of African American Students scoring proficient on the formative assessments will increase by 5%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 5%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 5%.

Every Test Taker will take weekly Common Assessments

All students will score 80% or above on common assessments in grades 3-5.

African American students will score 80% or above on the common assessments.

Economically Disadvantaged students will score 80% or above on the common assessments.

Students with Disabilities will score 80% or above on the common assessments.

Every Test Taker will be assessed using the AIMSweb Benchmark

Benchmark will determine student progress towards quarterly target goals.

Based on benchmark results students will be placed for intervention in Tier II using bi-weekly progress monitoring and Reading Plus or Tier III using progress monitoring weekly and small group.

All students who score above grade level or above fluency level will increase by 20% in grades 3-5.

African American students who score above grade level or above fluency level will increase by 20% in grades 3-5.

Economically Disadvantaged students who score above grade level or above fluency level will increase by 20% in grades 3-5.

Students with Disabilities who score above grade level or above fluency level will increase by 20% in grades 3-5.

Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.

Ambitious annual goals were set for Math on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.

SY 2013:

24.9% of All Students will be proficient in Math.

22.3% of Students with Disabilities will be proficient in Math.

SY 2014:

33.9% of All Students will be proficient in Math.

32.4% of Students with Disabilities will be proficient in Math.

SY 2015:

41.9% of All Students will be proficient in Math.

41.2% of Students with Disabilities will be proficient in Math.

Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant).

September 2013

Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment A.

The percent of ETT students scoring proficient on the formative assessment in grades 3-5 will increase by 5%.

The percent of African American Students scoring proficient on the formative assessment will increase by 5%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 5%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 5%.

Based on TCAP proficiency levels students will be placed for interventions in Tier II or Tier III.

Every Test Taker will take weekly Common Assessments

All students will score 80% or above on common assessments in grades 3-5.

African American students will score 80% or above on the common assessments.

Economically Disadvantaged students will score 80% or above on the common assessments.
Students with Disabilities will score 80% or above on the common assessments.

Every Test Taker will complete weekly Stanford Math sessions
The number of Every Test Taker making 80% or above correct on the first attempt on Stanford Math in grades 3-5 will increase by 5%.
The number of African American students making 80% or above correct on the first attempt on Stanford Math will increase by 5%
The number of Economically Disadvantaged students making 80% or above correct on the first attempt on Stanford Math increase by 5%.
The number of Students with Disabilities making 80% or above correct on the first attempt on Stanford Math will increase by 5%

November 2013

Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test B.
The percent of ETT students scoring proficient on the formative assessment in grades 3-5 will increase by 5%.
The percent of African American Students scoring proficient on the formative assessment will increase by 10%.
The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 5%
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 5%.

Every Test Taker will take weekly Common Assessments
All students will score 80% or above on common assessments in grades 3-5.
African American students will score 80% or above on the common assessments.
Economically Disadvantaged students will score 80% or above on the common assessments.
Students with Disabilities will score 80% or above on the common assessments.

Every Test Taker will complete weekly Stanford Math sessions
The number of Every Test Taker making 80% or above correct on the first attempt on Stanford Math in grades 3-5 will increase by 10%.
The number of African American students making 80% or above correct on the first attempt on Stanford Math will increase by 10%
The number of Economically Disadvantaged students making 80% or above correct on the first attempt on Stanford Math increase by 10%.
The number of Students with Disabilities making 80% or above correct on the first attempt on Stanford Math will increase by 10%

March 2014

Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment C.

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 5%.

The percent of African American Students scoring proficient on the formative assessments will increase by 5%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 5%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 5%.

Every Test Taker will take weekly Common Assessments

All students will score 80% or above on common assessments in grades 3-5.

African American students will score 80% or above on the common assessments.

Economically Disadvantaged students will score 80% or above on the common assessments.

Students with Disabilities will score 80% or above on the common assessments.

Every Test Taker will complete weekly Stanford Math sessions

The number of Every Test Taker making 80% or above correct on the first attempt on Stanford Math in grades 3-5 will increase by 15%.

The number of African American students making 80% or above correct on the first attempt on Stanford Math will increase by 15%

The number of Economically Disadvantaged students making 80% or above correct on the first attempt on Stanford Math increase by 15%.

The number of Students with Disabilities making 80% or above correct on the first attempt on Stanford Math will increase by 15%

May 2014

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 5%.

The percent of African American Students scoring proficient on the formative assessments will increase by 5%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 5%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 5%.

Every Test Taker will take weekly Common Assessments

All students will score 80% or above on common assessments in grades 3-5.

African American students will score 80% or above on the common assessments.

Economically Disadvantaged students will score 80% or above on the common assessments.

Students with Disabilities will score 80% or above on the common assessments.

Every Test Taker will complete weekly Stanford Math sessions
The number of Every Test Taker making 80% or above correct on the first attempt on Stanford Math in grades 3-5 will increase by 20%.
The number of African American students making 80% or above correct on the first attempt on Stanford Math will increase by 5%
The number of Economically Disadvantaged students making 80% or above correct on the first attempt on Stanford Math increase by 5%.
The number of Students with Disabilities making 80% or above correct on the first attempt on Stanford Math will increase by 5%

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11.)			
*A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to **develop and increase teacher and school leader effectiveness:***			
1. Replace the principal who led the school prior to commencement of the transformation model	The iZone Director and a team of District Level Administrators will interview candidates and select a principal based on the unique competencies for turning around low achieving schools according to the process laid out in the district portion of this SIG application.	Spring 2013 (finalization of this step is awaiting approval of the recommended candidate by the Superintendents)	iZone Director
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	Implement the Teacher Effectiveness Measure (TEM) evaluation system district-wide comprised of multiple performance measures including student growth. The TEM components and weightings are as follows: growth in student learning (35%); observation of teachers' practice (45%); other student measure (15%); and student perceptions (5%). As part of TEM, all teachers have multiple observations each school year. Apprentice teachers receive six observations and Professional teachers receive four. Continued collaboration with teachers will be ensured by utilizing survey and focus group feedback as well as an ongoing Teacher Evaluation Working Group. This group made the initial TEM component and weighting	Spring 2013 – June 2014	Executive Director of Teacher Talent & Effectiveness (Tequilla Banks), in collaboration with iZone Director

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	recommendations and continues to be a part of the refinement process.		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	Signing bonuses will be paid at the end of the first semester and the end of the school year for all new hires who are certificated staff. • Principal - $4,000 total • Assistant Principal - $3,000 total • Teacher - $1,000 total Information will also be shared about performance bonuses payable in 2014-15 based on attainment of 2013-14 performance targets. Targets will be reflective of the assurances of the district grant application. • Principal - $6,000 • Assistant Principal - $4,000 • Teacher - $3,000 Employees will be informed that they must work at least 180 days in order to qualify for the maximum performance and recruitment based awards.	July 2013 – June 2014	iZone Director; Principal
4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or	Budget items related to professional development will cover stipends for five additional days of professional development for certificated staff and up to 15 days of	July 2013 – June 2014	Principal; Instructional Facilitator; Professional School Counselor; District

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	substitutes. Cherokee Elementary will provide individualized support to teachers based on needs as indicated from teacher surveys, self- assessment and administrative evaluations. The staff will receive job-embedded professional development to improve teacher instruction and student performance in all content areas in form, but not limited to: • Implementing Common Core ELA/Math instructional strategies and data analysis • Using data analysis effectively to drive instruction. • Using Accessible Mathematics- Instructional Shifts in Math book study to embed mathematics in realistic and real world context • Using *Rigor Is Not A Four Letter Word* book study to build more higher order instruction in the classroom • Expanding literacy and math work centers in grades K -2 and extend through grade 5 to promote more cooperative learning • Using Marzono's High Yield Instructional Strategies with fidelity • Using technology effectively • Expanding differentiated instruction and tier learning	August, October, December 2013 July 2013-May 2014 (Weekly) August 2013-May 2014 (Weekly)	Core Subject Coaches

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	• Exploring effective inclusion practices		
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	As noted in #3, during the 2013-2014 school year, staff may be eligible for a recruitment/retention bonus, paid in two equal installments at the end of each semester. If the staff member is terminated due to lack of performance or resigns, he/she will not be entitled to the bonus payment: • Principal: $4,000 total • Assistant Principal: $3,000 total • Teacher: $1,000 total During the 2014-2015 school year, staff in the iZone may be eligible for a performance bonus. The performance bonus will be paid if the targets congruent with the assurances for this SIG grant application are attained. If the staff member is terminated due to lack of performance or resigns, he/she will not be entitled to the bonus payment: • Principal: $6,000 • Assistant Principal: $4,000 • Teacher: $3,000	December 2013 and May 2014 N/A (Year 2)	iZone Director iZone Director, Principal
A transformation model is one which the LEA __must__ implement each of the following comprehensive instructional reform strategies.			
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards	Inclusion practices will continue to be implemented in grades 4 and 5 for reading and math with more training provided to teachers.	July 2013-June 2014 (Daily)	Principal; Instructional Facilitator; Instructional Resource Teacher; Core

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	Teams will meet in vertical and horizontal teams to analyze data from common and formative assessments to plan and review effective instruction and track the implementation of all academic standards to ensure student achievement. Teams will develop common assessments and further assess student performance Data protocol and action plans will be posted in the strategic planning room for viewing and collaborative responses.	July 2013-June 2014 (Weekly)	Subject Teachers
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Teachers will use Discovery Education Formative Assessments item analysis to assess skill mastery and group students according to their academic needs. These data results will be used to drive additional instruction in the content areas. Teachers will continue to assess students through common assessments and utilize the analysis to determine improvement in student achievement. Struggling students will receive additional intervention through AIMSweb progress monitoring, MimioSprout, Reading Plus, Stanford Math, and Study Island.	July 2013-June 2014	Principal; Instructional Facilitator; Core Subject Teachers; Interventionists
A transformation model is one which the LEA __must__ implement each of the following strategies to increase learning time and create community oriented schools.			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	There will be an additional hour added to each school day. This will provide for ninety- minute blocks of	July 2013-June 2014	Principal; Instructional Facilitator; Leadership

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	instruction in core content areas. Students will continue to receive weekly music and art instruction. The leadership team will develop a master schedule to address students' targeted academic and non-academic needs. Additional intervention would include small groups led by classroom teachers and the interventionist. Implement the TCAP Saturday Academy. The TCAP Saturday Academy provides intervention and enrichment. Other academic enrichment activities will include the following: • Envoy Leadership Program (where students learn leadership skills) • The Book Club (where students read, enjoy and discuss books and write reports) • The Environmental Club (where students gain a deeper understanding and love of science) • The School Chorus (where students gain exposure to the arts in an academic setting that focuses on arts integration with math) • The Art Club (where students gain exposure to the arts in an academic setting that focuses on arts integration with reading)		Team; Core Subject Teachers

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
9. Provide ongoing mechanisms for family and community engagement	The Parent Counselor will increase and promote the engagement of families in the community. Parent Counselor will coach parents on how to become more involved with their children's education. The Parent Counselor will provide parents with home activities that correlate the learning standards that are being taught in the classroom. The Parent Counselor will attend regular meetings and training with the Parent and Community Engagement personnel as assigned. In turn, the parental counselor will train the parents in the community. Training may include but not be limited to: • parent/student communication skills, • job readiness and awareness • continuing education opportunities for parents • home learning tips and activities for reading, math, and science • student/parent planning for transition (KK/Middle School) • improve communication between the home and the school • training sessions for parents and community members on how to assist students in increasing math and reading achievement scores • Family Literacy, Math & Science Nights to gain	July 2013-June 2014	Parent Counselor

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	• helpful tips and strategies to help with homework as well as test-taking strategies • campaigns to recruit volunteers as tutors, mentors, field trip chaperones and jurors for school-wide projects		
*A transformation model is one which the LEA **must** implement each of the following strategies to **provide operational flexibility and sustained support.***			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	All staff members will reapply for existing positions. The principal with the support of the iZone Director will select the new staff. The school will provide increased learning time through an extra hour each day (8:00 a.m. to 4:00 p.m.). The school will be given autonomy to utilize funding sources in accordance with the approved SIG, Title 1, and Site-Based funds to meet the specific needs of the school in implementing a comprehensive approach to student achievement.	Spring 2013 August 2013 – May 2014 July 2013 – June 2014	iZone Director Principal
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Technical Assistance will be provided by the offices of Professional Development, Curriculum, and Federal Programs, as well Innovation/Transition which includes the iZone. The iZone Office will conduct monthly meetings to review progress of the nine leading indicators.	Spring 2013 – June 2014 (daily and monthly)	iZone Director
Permissible Strategies for the Implementation of the Transformation Model *A transformation model is one which the LEA **may** implement any of the following required strategies to:*			

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
(Strategies #12-26 are not required.) • *Develop and increase teacher and school leader effectiveness* • *Provide comprehensive instructional reform strategies* • *Increase learning time and create community oriented schools* • *Provide operational flexibility and sustained support.*			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	Signing bonuses will be paid at the end of the first semester and the end of the school year for all new hires who are certificated staff.	Spring 2013 – June 2014	iZone Director
13. Instituting a system for measuring changes in instructional practices resulting from professional development	Strategies that teachers will participate in after Professional Development Training are: weekly data analysis and reflection; professional learning communities; faculty meeting presentations; observations and reflections; informal observation drop-ins; student quality work boards; mentor/mentee program; and peer observations.	July 2013 – June 2014	Principal; Instructional Facilitator; All Core Subject Teachers
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	All teachers assigned to the iZone will be granted the opportunity to voluntarily apply to transfer to another location during the regular teacher voluntary transfer period. All teachers will be interviewed by the school site interview committee to determine if the teacher should remain at the location. Teachers not selected to remain at the school will be placed on the surplus list and will adhere to the process for all surplused teachers.	TBD	iZone Director
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on	The three levels of one-on-one coaching which form the foundation of the merged district's tiered professional development model include school-based Learning	Spring 2013 – June 2014	Professional Development (Laura Link); Principal; iZone Director

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
student achievement, and is modified if ineffective	Coaches; school-based Master Teachers (50% release time); and the district-based Performance Improvement Team or PIT Crew. Learning Coaches will serve as the primary coaching support to low-performing and new teachers. Master Teachers will oversee and support the activities of the Learning Coaches as well as support the principal and administrators in conducting teacher evaluations. Finally, as a centrally-based staff, the PIT Crew will direct and align the work of the Master Teachers, subject to principal approval, and design and conduct trainings for large groups of teachers on specific topics affecting a broad group. The focus of the coaching efforts will be differentiated based on the need of the teacher, with careful attention paid to those teachers with the potential to become effective or highly effective. All teachers will continue to have informal observations, known as weekly drop-ins, made by the principal, assistant principal, or instructional facilitator to ensure immediate feedback on classroom instruction and management. Additionally, the iZone office will send representatives to come and observe the school-wide implementation of a rigorous and aligned curriculum.		

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	Weekly and Formative Assessment Data and Analysis will provide monitoring and feedback on the effectiveness of the teaching strategies. This will allow for adjustments to teaching strategies to increase student performance.		
16. Implementing a schoolwide "response-to-intervention" model	Cherokee Elementary will implement the school-wide response-to-intervention model by continuing to implement AIMSweb progress monitoring for academic growth and behavior plus. Instruction and intervention will correlate with the students' needs as measured by benchmark scores to inform or drive instruction. Students are tiered based on meeting/non meeting the targets for each grade level. Administration or teachers will conduct Student/Teacher Advisory Time where students will be informed of their data achievement and progress. These individualized meetings may be conducted following benchmark assessments, formative assessments, common assessments, and intervention milestones. Students will be informed of scores, behavior, attendance and plans for intervention. Parents will receive progress reports, report cards, phone calls, and letters to report academic progress. Grade level meetings and overall professional learning	July 2013-June 2014	Principal, Instructional Facilitator, and Core Content Teachers

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	communities will be conducted to discuss student achievement as well as displaying results from benchmarks, common assessments, and formative assessments in the strategic planning room.		
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	General and SPED teachers will continue to meet for reflection, data analysis and planning. They will collaborate to review formative assessment and common assessment data and plan weekly lessons. Inclusion will continue, and professional development will be provided to all teachers to help them understand effective inclusionary practices. Currently Cherokee does not provide ELL services.	Spring 2013 – June 2014	Professional Development (Laura Link); Principal; iZone Director
18. Using and integrating technology-based supports and interventions as part of the instructional program	Cherokee Elementary will utilize instructional support and training to increase the effectiveness of integrated technology which focus on increasing student engagement and student progress. The use of Discovery Education, Study Island, Reading Plus, Stanford Math, MimeoSprout, and Classroom Performance Systems (CPS) Smartboards, and Document Cameras.	July 2013-June 2014	Technical Support; Principal; Instructional Facilitator
19. In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based	N/A	N/A	N/A

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contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework (b) Improving student transition from middle to high school through summer transition programs or freshman academies (c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate			
20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Cherokee Elementary adopters and other community leaders will assist the schools in partnering with community and faith-based organizations to provide resources, supplies, and services to meet the needs of the students. Embedded professional development will be provided to promote parent and community engagement and a positive school culture.	July 2013-June 2014	Parent and Community Engagement Personnel; Principal; Parent Counselor; PTO Representatives
21. Extending or restructuring the school day	Cherokee Elementary will extend the learning day by 60	July 2013-June 2014	Principal; Instructional

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so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	minutes 5 days per week for all students. The extended day will provide more instructional time for reading, math, science and social studies; as well as enrichment and intervention. The extended learning day will also increase non-academic classes such as fine arts, physical education, technology, art, and library services. Students will use this time to also individually meet with their teachers to discuss their academic, behavioral, and attendance progress to determine how to best meet their needs.		Facilitator; All Teachers
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	The principal and PBIS Team will monitor disciplinary referrals, suspensions, and other data regarding student behavior and attendance; and provide embedded bully prevention and sexual harassment training for faculty and staff. The principal and professional school counselor will communicate expectations for a safe and positive learning environment and develop behavior plans to share with parents, students, staff, community	July 2013-June 2014	Principal; Professional School Counselor; Parent Counselor; Parent-Teacher Organization Representatives
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	N/A	N/A	N/A
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	The school will be governed by the iZone office.	Spring 2013 – June 2014	iZone Director
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	N/A	N/A	N/A

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Pre-Implementation Activities:
Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.
To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

Activity Categories with Sample Activities:
Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State

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academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments. ***Professional Development and Support:*** *Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.* ***Preparation for Accountability Measures:*** *Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.*			

Component 4 – Action Plan Development

TEMPLATE 4.1: **Goals (Based on the prioritized goal targets developed in Component 1.)**
Describe your goal and identify which need(s) it addresses. The findings in Component 1 should drive the goal statements. How does this goal connect to your system's five-year or system-wide plan?
(Rubric Indicator 4.1)

TEMPLATE 4.2: Action Steps (Based on the challenges/next steps identified in Component 3, which focus on curricular, instructional, assessment, and organizational practices.)
Describe, in list form, the actions you plan to take to ensure that you will be able to progress toward your prioritized goal targets. The action steps are strategies and interventions and should be based on scientifically-based research where possible. Professional Development, Parent/Community Involvement, Technology and Communication strategies are to be included within the action steps of each goal statement.
(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan
For each of the Action Steps you list, give the timeline for the step, the person(s) responsible for the step, the projected cost(s), funding sources, and the evaluation strategy.
(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*	Revised DATE: February 13, 2013

| Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.) ||

Goal	Ambitious annual goals were set for Reading/Language Arts (R/LA) on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2016-17 and an annual decrease by at least 12% of non-proficiency. SY 2013: 24.9% of All Students will be proficient in R/LA. 14.0% of Limited English Proficiency Students will be proficient in R/LA. 24.9% of Students with Disabilities will be proficient in R/LA. SY 2014: 33.9% of All Students will be proficient in R/LA. 26.0% of Limited English Proficiency Students will be proficient in R/LA. 33.9% of Students with Disabilities will be proficient in R/LA. SY 2015: 41.9% of All Students will be proficient in R/LA. 36.4% of Limited English Proficiency Students will be proficient in R/LA. 41.9% of Students with Disabilities will be proficient in R/LA.
Which need(s) does this Goal address? Reading	To improve individual student progress in Reading
How is this Goal linked to the system's Five-year Plan?	To increase the level of student performance in Reading so that State benchmarks can be achieved.

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	IMPLEMENTATION PLAN – Template 4.3 – *(Rubric Indicator 4.3)*						

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	The administrative team will provide professional development on research-based strategies that target teachers' beliefs about students that live in poverty. (Essential Conversations by Sarah Lawrence Lightfoot) and Every Child Every Day Every Classroom by providing teachers with necessary copies of book.	July 2012-May 2013	Principal Reed T. Carter, School Professional Guidance Counselor	Essential Conversations & Every Child Every Day Every Classroom	539.40 Title I	Formal/ Informal Observations, Classroom Walkthroughs	Improved teachers self- efficacy and relationships with parents

Action Step 2	The interventionist will increase the intervention strategies to enhance literacy skills; integrated technology, effectively implement the SideWalk intervention for Tier III students for 30 minutes daily and after school tutoring.	July 2012-May 2013	Three interventionist Mr. Parker, Mrs. Doris Johnson Ms. Arnetta Young Mr. Lloyd Porchia	Literacy Workstations Morning Meeting Areas	$00.00	Classroom Walkthrough	Increased proficiency in Reading/Language Arts and Writing Increased community involvement
Action Step 3	The Principal and district literacy coach will provide on-going research-based professional development for teachers. This includes: literacy workstations, integrating technology, grade level PLCs, data analysis, model for the students how to reflect and adjust as individuals, with their peers, and present their product. These strategies will be shared with parents through weekly newsletters and parent meetings.	July 2012-May 2013	Pamela Jones, Instructional Facilitator District Literacy Coach Principal Reed	Literacy workstation materials PD evaluations PLC minutes Intervention Results	Parent Meeting Title I $500.00	Classroom Walkthroughs	Increased the use of differentiated instruction Increased parental involvement Increased reading proficiency
Action Step 4	Implement effectively the components of the 120 minutes Reading Block to address Common Core Standards	July 2012-May 2013	Principal Reed Teachers External Literacy Coach	Instructional Maps, Scope and Sequence, Learning Village, Classroom Libraries, Training on Balanced Literacy, Best Practices Literature	$0	Grade level meetings, Lesson plans, Portfolios, Formative Assessments, Discovery Learning, Common Assessment	Teachers gain a better knowledge of standards driven instruction. Lesson plans are more explicit to the needs of the children.
Action Step 5	Purchase non-fiction books for Classroom Libraries (K-5) to enhance the teaching and reading of informational texts to support the new Common Core Standards in Reading/Language Arts	Sept. 2012 Annual	Library Media Specialist, G. Flowers	Variety of Genres Book Shelves Book Baskets Sheet Protectors Area Rugs	$5,000.00 Title I	Classroom Observations Student Performance	Increased reading scores on TCAP
Action Step 6	Purchase classroom libraries - non-fiction and fiction big books to enhance the teaching and reading of informational text to support our new common core standards in reading. (Grades KK-5th)	August 2013-may 2014	Principal, Instructional Facilitator; Library Media Specialist,	Varied Genres	==$2097.00 SIG==	Classroom Observations Student Performance	Increased reading performance on TCAP Fluency Growth
Action Step 6	Provide professional development for teachers in challenging areas: technology, teaching strategies, delivery of instruction, and web based literacy programs implementation with fidelity	July 2012-May 2013	Principal Reed External Literacy Coach and P. Jones, Instructional Facilitator	Lesson Design, Literacy Workstation, MimioSprout, Reading Plus	$2000.00 Title I	Classroom Observations Student Performance	Increased reading scores on TCAP

Action Step 7	Teachers and parents will communicate through various forms regarding students' progress and school events	July 2012-May 2013	Teachers Principal Reed	Student/Parent Handbook Communicator Folder Weekly Newsletters Monthly Calendar Parent Contact Log Parent Board Parent Meetings	$731.00 Title I (Printing) $540.00 Title I (Parental Involvement)	Progress Reports/ Report Cards Surveys/ Parent Contact Logs Communication Folders Parent sign-sheets	Increased continuous two-way communication between parent and teachers throughout the school year
Action Step 8	The students with disabilities subgroup will participate in additional tutorial programs to enhance their ability in Reading/Language Arts. The programs will consist of pull outs for small group instruction, peer tutoring, differentiated instruction, inclusion, and mentoring. The parents of these students will participate in ongoing professional development that will provide them with effective tips and strategies for helping their children at home. We will have full inclusion third through fifth grade.	August 2012-May 2013	Principal Reed Teachers External Consultants	Reading Street materials Pearson on-line resources Failure Free Program Level Readers PLC minutes	$1,000.00 Title I	Our SWD, and GenEd teachers will collaboration weekly to e discuss the students' progress. They will notify the parents and provide them with the action steps they will take in assisting those students who continue to struggle in the area of Reading/Language Arts and Writing.	Increase student proficiency on TCAP Increase in SPIs, GLEs, and Standards mastery Increase in parental awareness in literacy focus.
Action Step 9	Purchase 26 laptops for the computer lab.	Sept. 2012	Principal Reed Pamela Jones, Instructional Facilitator	Lenovo Laptops	$26,000 SIG	Maximize student participation in MimioSprout Destination and Reading Plus Formative Assessment	50% increase in movement of students from basic to proficient on the TCAP Reading Assessment.

Action Step 10	Purchase 20 Ipads computers and 2 widescreen monitors and pc for students to provide access to on line instructional resources for differentiation and various formative assessments	Sept. 2012	Teachers	Ipads	$9,043 Title I	Lesson Plans, Classroom Walkthroughs	Students read more high interest materials on line and receive immediate results and feedback from assessment
Action Step 11	Obtain full-time Educational Support Professional to support Head sprout, Reading Plus, Discovery Education and Tier III students in fourth and fifth grade.	July 2012-May 2013	Principal		18,000 Title I	Student Performance Data	Increased Students Reading scores from Basic to proficient
Action Step 12	Provide targeted PD support to new and struggling teachers to enhance knowledge and implementation of literary instruction. Increase teacher awareness and practice in increasing and maintaining improvement in reading performance in urban schools. Additionally, will provide intense PD on how to implement common core with fidelity. (Demonstrations, hands on activities and the teachers will take away a product)	October 2012-May 2013	Candy Dawson Boyd, Mentoring and Coaching Consultant	Consultation, coaching, and modeling services to establish data driven differentiated instruction in reading performance	$20,000 SIG	Professional Development Evaluations Classroom Walkthroughs	Increased Reading and Writing Scores on the Tennessee Comprehensive Assessment Practice Increased instructional strategies for reading performance
Action Step 13	Teachers will investigate the International Reading Association Conference (IRA).	April 19-22, 2013	Presenters	None	$4,800 Title I	School and district level and evaluation	They will able to select high-interest reading and language arts materials at diverse achievement levels.
Action Step 14	Teacher will investigate National Science Teachers Association Conference	October 18-20, 2012	Presenters	None	$4,800 Title I	School and district level and evaluation	They will be able to select high-interest science materials at diverse achievement levels
Action Step 15	Teacher will investigate Conference American Orff-Schulwert Association	Nov. 14-17, 2012	Presenters	None	$2,000.00 Title I	School and district level and evaluation	Music teacher will increase skills and knowledge to improve music education including integrating Reading across the music curriculum.
Action Step 16	In-house and community tutors will increase students' progress by horning in on the specific performance indicators. (SPIs) as specified by data.	October 2012-May 2013	Teachers/Retired Teachers/Local University Graduate Students	None	$9,406.00 SIG	Student Data	Results on the weekly common assessments, formative assessments and summative TCAP
Action Step	Instructional Facilitator and principal will investigate Association for Supervision and	Mar. 16-19, 2013	Presenters	None	$3600 Title I	School and district level	We will able enhance faculty and staff

17	Curriculum Development (ASCD) Conference					and evaluation	pedagogy knowledge on the last research based practices for students' achievement.
Action Step 18	Implement Project Wisdom Bully Prevention Program to help student make wiser choice which will lead to increased instructional time and a positive and effective school learning climate	Sept. 2012	T. Carter, Counselor Principal Reed Teachers	Curriculum, Support and Professional Development	$1200.00 Title I	Student Performance Behavior Logs Professional Development	Decreased discipline referrals and improve academic performance and moral. Increase TCAP performance
Action Step 19	PD to provide teachers in grades KK-5th with reading strategies to make changes in their teaching; to incorporate more of what the most successful teachers are doing daily with their students This PD will help enhance student achievement and increase test scores in reading.	October 2012- May 2013	Consultant, Principal Reed	Consultation, coaching, and modeling services to establish data driven differentiated instruction in reading performance	$3,000.00 RTT	Professional Development Evaluations	Increased student achievement and TCAP performance in reading
Action Step 20	Obtain a full-time reading teacher to provide instruction to 4th and 5th grade students who scored basic on the TCAP in 2011-12 school year. With direct explicit instruction, the Reading teacher will give those 4th and 5th grade students who scored basic on the 2011-12 TCAP, the thrust they need to be proficient on the 2012-13 TCAP. We are embracing departmentalization in our fourth and fifth grade this school year. Departmentalization will allow the reading teacher to focus on the specific performance indicators (SPIs).	October 2012- May 2013	Reading Teacher Principal Reed	Curriculum, Support and Professional Development Evaluation	$67,000.00 RTT	School and district level and evaluation	Increase student proficiency in reading on TCAP Increase in SPIs, GLEs, and Standards mastery
Action Step 21	The interventionist will provide intervention to our Tier II students in grade three based on 50% of our current third graders who scored below average on the SAT10 assessment for the 2011-12 school year. These 50% scored on a kindergarten and first grade equivalence. The interventionist will use strategies that are directed at improving the abilities of students who are deficient in reading based on the SAT10 and 2012-2013 Aimsweb benchmark assessment. The interventionist will increase reading skills, integrate technology for 5-10 students per group for 30 minutes daily.	October 2012- May 2013	Interventionist	AIMSweb Progress Monitoring Literacy Curriculum	$0.00	Classroom Walkthrough	Increased proficiency in Reading/Language Arts and Writing Increased community involvement

Action Step 22	Allows the teacher, and students to interact, manipulating objects and text on the screen.	October 2012-May 2013	Teachers	Ebeam Interactive Whiteboard	$5,500,00 SIG	Classroom Walkthrough	Increase activities that are "engaging for students, so they encourage greater focus, participation and interaction, and improve student learning outcomes as a result Interactive whiteboards allow teachers to integrate technology into every lesson, higher student engagement can occur daily.
Action Step 23	Projector will be used to project the information on the interactive whiteboard. Allows the teacher, and students to interact, manipulating objects and text on the screen.	October 2012-May 2013	Teachers	Epson projectors	$2,400.00 SIG	Classroom Walkthrough	Same outcomes stated in Action Step 23
Action Step 24	Hire Retired Teachers/Teachers (Reading Recovery Program through differentiated Instruction)	October 2012-May 2013	Local University tutors/ Retired Teachers/Teachers	Success Maker MCS Literacy & Math Curriculum	$10,000 SIG	Classroom Walkthroughs	Increase students performance on weekly Assessment & TCAP results
Action Step 25	Provide reading, math, and science enrichment skills that are aligned with reading/writing, math, and science Tennessee standards, and the ability to implement TAPPLE (teach first, ask question, pause, pick a non-volunteer, listen to the response and effective feedback). Through this summer project learning enrichment program, teachers will provide an opportunity for students to experience hands-on for a greater opportunity to seal or retain the learning. Field of studies will involve lectures, presentations, projects, journal writings, and note-taking.	June 3-21, 2012	Teachers SIG Coordinator	Curriculum Support Differentiated Instruction	$20,000.00 SIG	Student Data Surveys Projects	Enhance student achievement skills and critical thinking skills
Action Step 26	Students will participate on field trips to educational museums and businesses to provide project learning and expose them to our city beyond their community, As they travel on field trips, students will build a model of the FedEx Forum, complete the educational hunt at the Pink Palace Museum, visit the Children Museum where they will be given the opportunity to create a Cherokee Elementary Store in one of the classroom, visit the Memphis Zoo, create a diorama and participate	June 3-21, 2012	Teachers SIG Coordinator	Curriculum Support Differentiated Instruction	$8,600.00 SIG	Student Data Surveys Projects	Enhance student achievement skills and critical thinking skills

	in the hands on experimental rooms at the Memphis Zoo. Students will also complete a book report on a famous African American in culmination of visiting the National Civil Rights Museum. Students will learn about their heritage by taking the Heritage Tours of Memphis.					
Action Step 27	Secure a School Improvement Grant Coordinator to document the progress of the students. Also, provide us with what's working and what's not working. In additional, ensure will are in compliance with the implementation and budget.	July 2013-June 2014	Teacher or contracted individual	Teacher or contracted individual	$8,796.00 SIG-STIPEND	Surveys	SIG documentation
Action Step 28	PD on research-based strategies that target teachers' abilities to meet common core to increase rigor at all levels so each student may experience achievement from the book study, Rigor Is Not a Four Letter Word by Barbara Blackburn; providing teachers with necessary copies of book.	August 2013-may 2014	Principal Instructional Facilitator	<u>Rigor Is Not a Four Letter Word</u> Curriculum Differentiated Instruction	$690.00 SIG	Formal/ Informal Observations, Classroom Walkthroughs	Improved teachers core instruction and common core alignment
Action Step 29	The staff will receive job-embedded professional development to improve teacher instruction and student performance in all content areas in form, but not limited to Implementing Common Core ELA/Math instructional strategies and data analysis; Using data analysis effectively to drive instruction; Expanding literacy and math work centers in grades K -2 and extend through grade 5 to promote more cooperative learning; Using Marzono's High Yield Instructional Strategies with fidelity; Using technology effectively; Expanding differentiated instruction and tier learning; and Exploring effective inclusion practices.	August 2013-may 2014	Principal Instructional Facilitator District Literacy Coach District Math Coach District Science Coach	Curriculum Support Professional Development Evaluation	$18,062.00 SIG - STIPENDs	Formal/ Informal Observations, Classroom Walkthroughs Evaluations	Increase student proficiency in ELA on TCAP Increase in SPIs, GLEs, and Standards mastery

GOAL 2 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*   Revised DATE: February 13, 2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	To improve student progress, as measured by the 2012-2013 TCAP Science Assessment for underachieving subgroups, either by (1) increasing the % of students scoring Proficient or Advanced in Science by at least 10% (from 38.6% to 48.60%) or (2) to increase by 10%, the number of students performing in the 4th quartile (75% correct or above) in each grade. All subgroups will achieve state required benchmarks for progress by 2013.
Which need(s) does this Goal address? Science	To improve individual student progress in Science.
How is this Goal linked to the system's Five-Year Plan?	To accelerate the academic performance of all students. Create a school community that is sensitive and responsive to the needs of an increasingly diverse population. Build and strengthen family and community partnerships to support the academic and character development of all students.

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	IMPLEMENTATION PLAN – Template 4.3 – *(Rubric Indicator 4.3)*					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1 — The administrative team will provide professional development on research-based strategies and interventions that target science skills. Included will be grade level planning meetings to support the development of new strategies using differentiated instruction and Study Island.	Nov. 2012 May 2013	Principal, I.F., Classroom Teachers, SE Region Science Coach	Technology to support intervention strategies, Academic data, Learning Village	$1750.00 (Title I funds to purchase Study Island)	PLC minutes, Report card grades, Progress report grades, SPI mastery, TCAP scores, Study Island reports	SPI focused instruction, Differentiated instruction for science, Increased science skill proficiency
Action Step 2 — Salary for full time Title I Instructional Facilitator	July 2012- May 2013	Principal	Title I	$66,740.00 Title I	Teacher Effective Measurement Evaluation Framework	For Memphis City Schools Support Personnel Competency
Action Step 3 — Secure a School Improvement Grant Coordinator to document the progress of the students. Also, provide us with what's working and what's not working. In additional, ensure will are in compliance with the implementation and budget.	Sept. 2012-May 2013	Teacher or contracted individual	Teacher or contracted individual	$8,796.00 SIG	Surveys	SIG documentation

Action Step 4	Principal will investigate Harvard Turnaround Leaders Institute to enhance her knowledge on improving and sustaining student achievement.	May 2013	Principal	Instructors	$4,500.00 Title I	Student Data, School Climate Surveys	Sustain students and faculty and staff learning.
Action Step 5	Two Lead Teachers, instructional facilitator, and principal will attend the Title I conference	January 21, 2013	Lead Teachers, Instructional Facilitator, and Principal	Presenters	$6,000 Title I	Student Data, School Climate Surveys and Title I Compliance Report	Enhance and Sustain faculty and staff learning on Title I School
Action Step 6	Family Math & Science Night will provide activities for students and parents to engage in hands on activities and learn strategies to increase proficiency in science and math skills.	November 2012	Principal, I.F., Classroom Teachers, Family Math & Science Committee	Materials for hands-on activities for Family Math & Science Night	$500.00 (Title I funds for materials)	Sign-in sheets, Increased attendance compared to previous years, Evaluation	Increase in skill proficiency Increase in parent and student participation
Action Step 7	Teachers in 2nd -5th will visit the science lab once a week. Teachers and students will engage in remedial and enrichment activities which will supplement the science program: -After school tutoring -TCAP Practice Coach (Boot camp) -SPI focused instruction -Study Island Online -Science Workstations	Nov. 2012 May 2013	Principal, PDSCC, Classroom Teachers, Literacy Leader	Technology to support intervention strategies, Academic data, Learning Village	$1750.00 (Title I funds to purchase Study Island)	PLC minutes, Report card grades, Progress report grades, SPI mastery, TCAP scores, Study Island Reports	SPI focused instruction, Differentiated instruction for science, Increased science skill proficiency
Action Step 8	Teachers and students in grades K-3 will participate in Science Fair with group projects. Students in grades 4-5 will participate with individual projects.	Jan. 2012-Feb. 2012	Classroom Teachers, Science Fair, Committee Adopters	Technology to support Science Fair Research, Materials for Projects, Science Fair Rules and Regulation	$100.00 (Title I funds to purchase Science Fair boards)	Number of Projects submitted, Feedback provided by judging team (Adopters).	SPI focused instruction, Increased science skill proficiency
Action Step 9	Teacher will investigate National Science Teachers Association Conference	Spring 2013	Presenters	None	$4,800 Title I	School and district level and evaluation	They will be able to select high-interest science materials at diverse achievement levels
Action Step 10	Purchase National Geographic Book Room Collection (K-5) and Scholastics Weekly Reader to enhance the teaching and reading of informational texts to support the new Common Core Standards in Science and Reading/Language Arts	Nov. 2012 Annual	Pamela Jones, Instructional Facilitator Library Media Specialist, G. Flowers	Variety of Genres Book Shelves Book Baskets Sheet Protectors	$6,300.00 (SIG)	Classroom Observations Student Performance	Increased reading scores on TCAP

GOAL 3 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*	Revised DATE: February13, 2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)	
Goal	Ambitious annual goals were set for Math on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2016-17 and an annual decrease by at least 12% of non-proficiency. SY 2013: 24.9% of All Students will be proficient in Math. 22.3% of Students with Disabilities will be proficient in Math. SY 2014: 33.9% of All Students will be proficient in Math. 32.4% of Students with Disabilities will be proficient in Math. SY 2015: 41.9% of All Students will be proficient in Math. 41.2% of Students with Disabilities will be proficient in Math.
Which need(s) does this Goal address? Math	To improve individual annual student progress in Math.
How is this Goal linked to the system's Five-Year Plan?	To increase the level of student performance in Math so that State benchmarks can be achieved.

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	IMPLEMENTATION PLAN – Template 4.3 – *(Rubric Indicator 4.3)*					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1 Implement RTI process with fidelity	August 2012-May 2013	Principal Instructional Facilitator Teachers	Formative assessments Calculators TI 15 (3-5th) Computers Classroom Performance Systems (CPS)	$1,000 Title I (CPS)	Student Data	TCAP Mathematics Assessment scores will improve

Action Step 2	Implement "Sound Body, Sound Mind Math Program to increase students' progress and retention of skills by keying in on the specific performance indicators. (SPIs) as specified by data.	October 2012- May 2013	Teachers	None	$300.00 SIG	Student Performance	TCAP Mathematics Assessment scores will improve
Action Step 3	Recruit parents to take a more active role in school 's success	July 2012- May 2013	Principal Instructional Facilitator PTO President Parent Assembly Representative	GED Preparation Tutorial Programs (Stanford Math, Destination) Parent Library Media Center	$300.00 Title I (Parental Involvement)	Parent Survey	Allow all stakeholders to communicate and be involved through various meetings, workshops, and volunteer opportunities and increase students' performance
Action Step 4	PD to provide teachers in grades KK-5th with numeracy strategies to make changes in their teaching; to incorporate more of what the most successful teachers are doing daily with their students This PD will help enhance student achievement and increase test scores in math.	October 2012- May 2013	Consultant, Principal Reed	Consultation, coaching, and modeling services to establish data driven differentiated instruction in math performance	$0.00	Professional Development Evaluations	Increased student achievement and TCAP performance in math
Action Step 5	Obtain a full-time math teacher to provide instruction to 4th and 5th grade students who scored basic on the TCAP in 2011-12 school year. With direct explicit instruction, the Math teacher will give those 4th and 5th grade students who scored basic on the 2011-12 TCAP, the thrust they need to be proficient on the 2012-13 TCAP. We are embracing departmentalization in our fourth and fifth grade this school year. Departmentalization will allow the math teacher to focus on the specific performance indicators (SPIs).	October 2012- May 2013	Math Teacher Principal Reed	Curriculum, Support and Professional Development Evaluation	$67,000.00 RTT	School and district level and evaluation	Increase student proficiency in math on TCAP Increase in SPIs, GLEs, and Standards mastery
Action Step 6	The interventionist will provide intervention to our Tier II students in grade three based on 50% of our current third graders who scored below average on the SAT10 assessment for the 2011-12 school year. These 50% scored on a kindergarten and first grade equivalence. The interventionist will use strategies that are directed at improving the abilities of students who are deficient in math based on the SAT10 and	October 2012- May 2013	Interventionist	Math Curriculum	$25,855.00 RTT	Classroom Walkthrough	Increased proficiency in Math

	2012-2013. The interventionist will increase math skills, integrate technology for 5-10 students per group for 30 minutes daily.						
Action Step 7	Cherokee Elementary Saturday Math Academy	October 2012-May 2013	Cheryl Rose, Regina Hartsuck Math teachers	Math Curriculum	$600.00 Title I	Student Data	Increase the number of students scoring proficiency in math on TCAP
Action Step 8	Provide reading, math, and science enrichment skills that are aligned with reading/writing, math, and science Tennessee standards, and the ability to implement TAPPLE (teach first, ask question, pause, pick a non-volunteer, listen to the response and effective feedback). Through this summer project learning enrichment program, teachers will provide an opportunity for students to experience hands-on for a greater opportunity to seal or retain the learning. Field of studies will involve lectures, presentations, projects, journal writings, and note-taking.	June 3-21, 2012	Teachers SIG Coordinator	Curriculum Support Differentiated Instruction	$0.00 SIG	Student Data Surveys Projects	Enhance student achievement skills and critical thinking skills
Action Step 9	Students will participate on field trips to educational museums and businesses to provide project learning and expose them to our city beyond their community, As they travel on field trips, students will build a model of the FedEx Forum, complete the educational hunt at the Pink Palace Museum, visit the Children Museum where they will be given the opportunity to create a Cherokee Elementary Store in one of the classroom, visit the Memphis Zoo, create a diorama and participate in the hands on experimental rooms at the Memphis Zoo. Students will also complete a book report on a famous African American in culmination of visiting the National Civil Rights Museum. Students will learn about their heritage by taking the Heritage Tours of Memphis.	June 3-21, 2013	Teachers SIG Coordinator	Curriculum Support Differentiated Instruction	$8,600.00 SIG	Student Data Surveys Projects	Enhance student achievement skills and critical thinking skills
Action Step 10	Provide teachers in grades KK-5th with Chief Math Centers. Chief Math Centers provide an opportunity for students to practice and apply skills and strategies taught within the classroom. While students are engaged in	August 2013-May 2014	SIG Coordinator Teachers	Curriculum, Support, Professional Development Evaluation	$3,600.00 SIG	Performance Classroom Walkthrough Student Data	Increase the number of students scoring proficiency in math on TCAP ; Enhance achievement, problem-

	purposeful centers, teachers have the opportunity to work individually or with small, flexible groups to meet target needs based on assessment data. Chief Math Work Centers will be a vital part of daily instruction in the math block and provide meaningful, independent practice based on the Standards, curriculum objectives and students' needs. At each grade level, Chief Math Centers include a variety of activities differentiated to meet the needs of students. Chief Math Centers will include kits which include activities targeting problem-solving, critical thinking, probability and analysis, algebraic expressions, number operations, and units of measurement.			Differentiated Instruction			solving and critical thinking skills
Action Step 11	Obtain a full-time parent counselor to assist and train parents how to provide more academic support in core subjects at home. The parent counselor will provide professional development and consistent on site support in parent center to parents whose children have not achieved proficiency in at least one subject.	July 2013-May 2014	Principal	Consultation Support Professional Development Evaluation	$57,767.00 SIG	Performance Parental Involvement Student Data	Increased parental engagement Enhance student achievement
Action Step 12	Obtain an interventionist to provide small group intervention to Tier III students based on benchmarks and assessments; use strategies that are directed at improving the abilities of students who are deficient in math based on the TCAP and SAT10 for 2012-2013. The interventionist will increase math skills, integrate technology for 5-10 students per group for 30 minutes daily.	August 2013-May 2014	Interventionist	Math Curriculum	$26,630.00 SIG	Classroom Walkthrough	Increased student performance and proficiency in Math
Action Step 13	PD on research-based strategies that target teachers' abilities to meet common core expectations and to make instructional shifts in teaching to raise student achievement from the book study, Accessible Mathematics: Ten Instructional Shifts That Raise Student Achievement by Steven Leinwand; providing teachers with necessary copies of book.	August 2013-May 2014	Principal Instructional Facilitator	Accessible Mathematics: Ten Instructional Shifts That Raise Student Achievement	$420.00 SIG	Formal/ Informal Observations, Classroom Walkthroughs	Improved teachers math instruction and common core alignment
Action Step	PD to provide teachers in grades KK-5th with math instructional strategies to make changes in their teaching; to incorporate	August 2013-May 2014	Principal Instructional Facilitator	Chief Math Work Center Kits	$3,600.00 SIG	Observations Evaluations	Improved math performance problem-solving, and critical

14	more of what the most successful teachers are doing daily with their students This PD will help enhance student achievement and increase test scores in math.		District Math Coach	Curriculum			thinking skills
Action Step 15	The staff will receive job-embedded professional development to improve teacher instruction and student performance in all content areas in form, but not limited to Implementing Common Core ELA/Math instructional strategies and data analysis; Using data analysis effectively to drive instruction; Expanding literacy and math work centers in grades K -2 and extend through grade 5 to promote more cooperative learning; Using Marzono's High Yield Instructional Strategies with fidelity; Using technology effectively; Expanding differentiated instruction and tier learning; and Exploring effective inclusion practices	August 2013-May 2014	Principal Instructional Facilitator District Literacy Coach District Math Coach District Science Coach	Curriculum Support Professional Development Evaluation	$0.00	Formal/ Informal Observations,

Classroom Walkthroughs Evaluations | Increase student proficiency in math on TCAP

Increase in SPIs, GLEs, and Standards mastery |

GOAL 4 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*	Revised DATE: November 15, 2012

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)	
Goal	The ESEA federal benchmark in Attendance for the 2011-2012 school year requires schools to maintain a 93% or higher attendance rate. The students at Cherokee Elementary currently have an attendance rate of 93.4%.
Which need(s) does this Goal address? Attendance	For the 2011-2012 school year, the students of Cherokee Elementary will maintain or exceed the attendance rate of 93%.
How is this Goal linked to the system's Five-Year Plan?	Students' attendance will exceed the 93% goal.

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	**IMPLEMENTATION PLAN – Template 4.3** – *(Rubric Indicator 4.3)*						

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	The student attendance will be monitored by using SMS on a daily basis and warning letters will be issued after every third absence or tardy to students who are absent or tardy consistently.	July 2012-May 2013	Mrs. Dulaney Teachers	SMS Chancery System Registration Forms	No additional funding required	Weekly SMS absentee reports 20-Day attendance report	Increase the attendance rate
Action Step 2	Administration will use the Parent Link system to call parents to inform them of documented absences daily.	Daily July 2012-May 2013	Principal Reed	Parent Link System Registration Forms	No additional funding required	Weekly SMS absentee reports 20-Day attendance report	Decrease the number of unexcused absences
Action Step 3	The administration issues a report to the truancy office, Pupil Services, Juvenile Court and Dept. of Human Services for each additional absence after ten.	Daily August 2012-May 2013	Mrs. Dulaney	SMS Chancery System Registration Forms	No additional funding required	Notification from the School Board	Decrease in number of referrals for 10+ absences
Action Step 4	The principal and teachers will facilitate parent and staff professional development for effective communication of school policies and increased parental involvement.	Daily July 2012-May 2013	Instructional Facilitator, Pamela Jones	AYP Data SMS Data	$200.00 for materials from Parental Involvement Budget	PD Evaluation forms SMS 20 attendance reports	Increased parental awareness, involvement and support for attendance

Action Step 5	Students will be honored every nine weeks for perfect attendance by administration.	Daily July 2012-May 2013	Principal Reed	Certificates SMS reports	$300.00 From Site Based Budget	Nine weeks attendance report	Increased number of students with perfect attendance per nine weeks periods.